

## Key Stage 2- Long Term Planning: Year 4

	Autumn 1 8 weeks 2 <sup>nd</sup> September-25 <sup>th</sup> October	Autumn 2 7 weeks 5 <sup>th</sup> November-20 <sup>th</sup> December	Spring 1 6 weeks 6 <sup>th</sup> January-14 <sup>th</sup> February	Spring 2 6 weeks 24 <sup>th</sup> February-3 <sup>rd</sup> April	Summer 1 5 weeks 20 <sup>th</sup> April-22 <sup>nd</sup> May	Summer 2 7 weeks 1 <sup>st</sup> June-17 <sup>th</sup> July
School/World Events	<b>Training Day</b> (2.9.19) <b>Black History Month</b> (1.10.19-31.10.19) <b>Harvest Festival</b> (7.10.19) <b>Cross-phase reading</b> (24.10.19) <b>British Summer Time Ends</b> (27.10.19)	<b>Training Day</b> (5.11.18) <b>Bonfire Night</b> (5.11.19) <b>Remembrance Day</b> (11.11.19) <b>St. Andrew's Day</b> (30.11.19) <b>Cross-phase reading</b> (19.12.19) <b>Christmas Party</b> (17.12.19) Crafts and performances	<b>New Year</b> <b>Chinese New Year</b> (25.1.20- Year of the Rat) <b>Burn's Night</b> (25.1.20) <b>Valentine's Day</b> <b>Cross-phase reading</b> (13.2.20)	<b>Shrove Tuesday</b> (25.2.20) <b>St. David's Day</b> (1.3.20) <b>World Book Day</b> (5.3.20) <b>Holi</b> (9/10.3.20) <b>St. Patrick's Day</b> (17.3.20) <b>World Poetry Day</b> (21.3.20) <b>Mother's Day</b> (22.3.20) <b>Cross-phase reading</b> (26.3.20) <b>British Summer Time begins</b> (29.3.20) <b>St. George's Day</b> (23.4.20)	<b>May Day</b> (8.5.20) <b>Northumberland Day</b> (21.5.20) <b>Cross-phase reading</b> (14.5.20)	<b>National Phonics Screening Check</b> (8.6.19) <b>Father's Day</b> (21.6.20) <b>Transition Day</b> (8.7.20) <b>Cross-phase reading</b> (9.7.20) <b>Reports to Parents</b> (10.7.20)
Topic	<b>Ancient Greece</b>	<b>Anglo-Saxons and Scots</b>	<b>Viking</b>	<b>Water</b>	<b>Peasants, Princes and Pestilence</b>	<b>Road Trip USA!</b>
Essay	<b>How have the life and achievements of the Ancient Greeks influenced the western world?</b>	<b>What effects did the invasion and settlement of the Anglo-Saxon people have on the culture and history of England?</b>	<b>How did the Vikings change Britain?</b>	<b>How does the water cycle impact on human life?</b>	<b>Why did the Peasants' revolt in 1381?</b>	<b>Why should we holiday in the USA?</b>
Enrichment		Jarrow Hall <i>An Anglo-Saxon Farm</i>	Holy Island <i>The Sacking of Lindisfarne</i>	River Fieldwork	Lady from the Past	Mosque Visit
Parent Link	Parent Presentation Parents Evening	Christmas Performance		Parents Evening		Sports Day
Newsham Reading Spine	<b>The Boy, the Bird and the Coffin Maker</b> <i>Matilda Woods</i>  <b>Greek Myths:</b> Echo and Narcissus; Prometheus; Persephone; Arion and the Dolphins; Orpheus and Eurydice; Scylla and Charybdis	<b>Bill's New Frock</b> <i>Anne Fine</i>	<b>She Wolf</b> <i>Dan Smith</i>	<b>Belonging</b> <i>Jeannie Baker</i>  <b>Voices in the Park</b> <i>Anthony Browne</i>  <b>Werewolf Club Rules</b> <i>Joseph Coelho</i>	<b>Perry Angel's Suitcase</b> <i>Glenda Millard and Stephen Michael King</i>  <b>or</b>  <b>The Snow Walker's Son</b> <i>Catherine Fisher</i>	<b>Journey</b> <i>Aaron Becker</i>  <b>The Goldfish Boy</b> <i>Lisa Thompson</i>

**Purpose of English:**  
English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

**English Aims:**  
The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Our English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

**Spoken Language**  
Spoken language is important in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and should build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

**Reading**  
The teaching of reading focuses on developing pupils' competence in both word reading and comprehension. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. It is essential that, by the end of Y6, all pupils are able to read fluently, and with confidence, in any subject.

**Writing**  
The teaching of writing must develop pupils' competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, pupils should be taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>English Text, Overall Aims and Writing Outcomes</b></p>	<p><b>Greek Myths (Marcia Williams) and other retellings, inc. teacher created texts</b></p> <ul style="list-style-type: none"> <li>• Explore the common themes of Greek mythology</li> <li>• Begin to understand the difference between a theme and a motif</li> <li>• Develop creative responses to the text through drama, storytelling and artwork</li> <li>• Develop skills of inference and make inferences of characters' feelings, thoughts and motives from their actions.</li> <li>• Write in role in order to explore and develop understanding of character. <ul style="list-style-type: none"> <li>○ Pandora's Box</li> <li>○ The Twelve Tasks of Heracles</li> <li>○ Daedalus and Icarus</li> <li>○ Perseus and Medusa</li> <li>○ Theseus and the Minotaur</li> <li>○ Arachne and Athena</li> </ul> </li> <li>➤ Write in role, e.g. letter</li> <li>➤ Detailed setting description</li> <li>➤ Detailed character description</li> <li>➤ Children to create their own myth, drawing on common themes and motifs</li> <li>➤ Dialogue</li> </ul> <p><b>Falling Out of the Sky</b></p> <ul style="list-style-type: none"> <li>• Explore the differences between poetry for the page and poetry for the stage</li> <li>• Develop personal responses to poetry in performance and in writing</li> <li>• Understand how storytelling can be done using poetry</li> <li>• Create an anthology</li> <li>• Response journal</li> <li>• Poetry performances</li> <li>• Poems written in response to stimulus from the anthology</li> <li>• Poetry Anthologies</li> </ul>	<p><b>Monster Slayer (Brian Patten) Beowulf Legend</b></p> <ul style="list-style-type: none"> <li>• Understand the similarities and differences between a myth and a legend</li> <li>• Develop creative responses to the text through drama, storytelling and artwork</li> <li>• Develop skills of inference and make inferences of characters' feelings, thoughts and motives from their actions.</li> <li>• Write in role in order to explore and develop understanding of character. <ul style="list-style-type: none"> <li>➤ Character description of a new beast inspired by Grendel</li> <li>➤ Create an Anglo-Saxon legend</li> </ul> </li> </ul> <p><b>Explore! Anglo-Saxons (Jane Bingham)</b></p> <ul style="list-style-type: none"> <li>• Explore the features of non-fiction texts <ul style="list-style-type: none"> <li>➤ Letter</li> <li>➤ Recount</li> <li>➤ Non-chronological report</li> </ul> </li> </ul>	<p><b>Arthur and the Golden Rope (Joe Todd Stanton)</b></p> <ul style="list-style-type: none"> <li>• Engage children with a story told through a mixture of narration, speech and visual imagery</li> <li>• Explore themes and issues, and develop and sustain ideas through discussion</li> <li>• Develop creative responses to the text through drama, storytelling and artwork</li> <li>• Compose writing for a wide variety of purposes</li> <li>• Write in role in order to explore and develop empathy for characters <ul style="list-style-type: none"> <li>➤ Free Verse Poetry</li> <li>➤ Script for Advertisement</li> <li>➤ Narrative Voice: Storytelling</li> <li>➤ Newspaper Article</li> <li>➤ Writing in Role: journal</li> <li>➤ Letter Writing</li> <li>➤ Kenning</li> <li>➤ Non-Chronological Report</li> <li>➤ Book Trailer Narration</li> <li>➤ Comic Book Writing</li> </ul> </li> </ul>	<p><b>Charlotte's Web</b></p> <ul style="list-style-type: none"> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</li> <li>• Progressively build a varied and rich vocabulary and an increasing range of sentence structures;</li> <li>• Assess the effectiveness of their own and others' writing and suggesting improvements. <ul style="list-style-type: none"> <li>➤ Poetry</li> <li>➤ Diary entry</li> <li>➤ Story maps</li> <li>➤ Note taking</li> <li>➤ Fact files</li> <li>➤ Writing in role</li> <li>➤ Character descriptions</li> <li>➤ Narrative descriptions</li> </ul> </li> </ul> <p><b>The Flood (wordless)</b></p> <ul style="list-style-type: none"> <li>• Discuss the impact a wordless book can have</li> <li>• Explore the devastating effects of a flood on a family and their home. <ul style="list-style-type: none"> <li>➤ Write a sustained narrative for the wordless book, using developed character and setting descriptions</li> </ul> </li> </ul>	<p><b>History Link Cornerstones</b></p>	<p><b>I was a Rat!</b></p> <ul style="list-style-type: none"> <li>• Engage children with a story with which they will empathise.</li> <li>• Explore themes and issues, and develop and sustain ideas through discussion.</li> <li>• Develop creative responses to the text through drama, storytelling and artwork.</li> <li>• Write in role in order to explore and develop empathy for characters.</li> <li>• Write with confidence for real purposes and audiences. <ul style="list-style-type: none"> <li>➤ Writing in role</li> <li>➤ Diary writing</li> <li>➤ Newspaper writing</li> <li>➤ Persuasive writing</li> <li>➤ Letter writing</li> </ul> </li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>English Speaking and Listening</b></p>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Articulate and justify answers and opinions</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Maintain attention and participate actively in collaborative conversations, responding to comments</li> <li>• Use spoken language to develop understanding through exploring ideas</li> <li>• Participate in discussions, role-play and improvisations</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• Select and use appropriate registers for effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Participate actively in collaborative conversations</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas</li> <li>• Select and use appropriate registers for effective communication</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Participate actively in collaborative conversations</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas</li> <li>• Select and use appropriate registers for effective communication</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Participate in discussions, performances, role play, improvisations and debates</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate and justify answers, arguments and opinions;</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas in role play drama;</li> <li>• Select and use appropriate registers for effective communication.</li> <li>• Use spoken language to develop understanding through exploring ideas</li> <li>• Participate in discussions, role-play and improvisations</li> </ul>	<ul style="list-style-type: none"> <li>• Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• Select and use appropriate registers for effective communication</li> <li>• Participate in discussions, presentations, performances, role plays, improvisations and debate</li> <li>• Articulate and justify answers, arguments and opinions</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

**Mythology****Develop positive attitudes to reading and understanding of what they read by:**

- listening to and discussing a wide range of Greek mythology, making comparisons with other forms of fiction
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- discussing words and phrases that capture the reader's interest and imagination

**Understand what they read, in books they can read independently, by:**

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarizing these
- identifying how language, structure, and presentation contribute to meaning
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

**Poetry:****Develop positive attitudes to reading and understanding of what they read by:**

- listening to and discussing a wide range of poetry
- increasing their familiarity with a wide range of poems
- preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

**Exploring Poetic Forms and Devices:****Forms:**

- Ballad
- Sonnet
- Haiku

**Devices:**

- Assonance
- Onomatopoeia
- Refrain
- Rhyme
- Rhythm (including iambic Pentameter)

**Opportunities to develop and reinforce phonic knowledge and reading fluency:**

- Beating rhythms encourages children to hear rhythms and patterns in language, which is an essential precursor for spelling.
- Work on assonance supports children to recognise and hear vowel sounds in words.

**Word reading**

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

**Comprehension**

- Develop their understanding and enjoyment of non-fiction texts.
- Develop knowledge and skills in reading non-fiction about a wide range of subjects, including those on volcanoes, mountains and earthquakes.
- Justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.
- Listen to and discuss a wide range of non-fiction or textbooks
- Retrieve and record information from non-fiction
- Use dictionaries to check the meaning of words
- Ask questions to improve their understanding of a text
- Identify the main ideas drawn from more than one paragraph and summarising these
- Identify how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

**Word Reading**

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

**Comprehension****Maintain positive attitudes to reading and understanding of what they read by:**

- continuing to read and discuss an increasingly wide range of fiction;
- identifying and discussing themes and conventions in and across a wide range of writing;
- making comparisons within and across books;
- preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

**Understand what they read by:**

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding;
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
- predicting what might happen from details stated and implied;
- identifying how language, structure and presentation contribute to meaning;
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously;
- provide reasoned justifications for their views.

**Word Reading**

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

**Comprehension**

- Increase familiarity with a range of books;
- Identify themes and conventions;
- Prepare play scripts to read aloud;
- Show understanding through intonation, tone, volume and action;
- Discuss words and phrases that capture readers' interest and imagination;
- Draw inferences about characters' feelings, thoughts, emotions and actions.

**Word Reading**

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

**Comprehension**

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support main ideas
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Retrieve, record and present information from non-fiction
- Distinguish between statements of fact and opinion
- Identify how language, structure and presentation contribute to meaning.

<p><b>Composition</b> <b>Children should plan their writing by:</b></p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>Continue to spell further homophones</li> <li>Continue to spell words that are often misspelt (English Appendix 1)</li> <li>Continue to use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>Continue to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>Continue to use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Continue to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
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<p><b>Composition/Transcription</b></p> <ul style="list-style-type: none"> <li>Use the Cornell note taking system to take notes during the research phase (non-fiction unit)</li> <li>Use techniques to highlight key words</li> <li>Convert notes into prose</li> <li>Know that paragraphs are used to group related ideas and use paragraphs in their own writing</li> <li>Know that subheadings label content and use these in their own writing</li> <li>Consolidating their writing skills, vocabulary, grasp of sentence structure and knowledge of linguistic terminology.</li> <li>Enhance the effectiveness of what they write as well as increasing their competence.</li> <li>Build on what they have learnt, particularly in terms of the range of their writing and more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas.</li> <li>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Continue to spell further homophones</li> <li>Continue to spell words that are often misspelt (English Appendix 1)</li> <li>Continue to use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>Continue to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>Continue to use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Continue to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
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<p><b>Composition</b> <b>Children should plan their writing by:</b></p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb</li> <li>agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof read for spelling and punctuation errors</li> </ul> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>Continue to spell further homophones</li> <li>Continue to spell words that are often misspelt (English Appendix 1)</li> <li>Continue to use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>Continue to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>Continue to use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Continue to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
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<p><b>Composition</b> <b>Children should plan their writing by:</b></p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>when writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>making a conscious effort to included detailed description to bring their writing alive</li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> <li>using a range of tenses to indicate changes in timing, sequence, etc.</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb</li> <li>agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofreading for spelling and punctuation errors</li> </ul> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>Continue to spell further homophones</li> <li>Continue to spell words that are often misspelt (English Appendix 1)</li> <li>Continue to use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>Continue to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>Continue to use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Continue to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
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<p><b>Composition/Transcription</b></p> <ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the dialogue</li> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</li> <li>Assess the effectiveness of their own and others' writing</li> <li>Choose the writing implement that is best suited to the task</li> <li>Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> <li>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Choose which shape of a letter to use when given choices and decide, as part of their personal style, whether or not to join specific letters.</li> </ul>
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<p><b>Composition</b> <b>Children should plan their writing by:</b></p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>when writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>making a conscious effort to included detailed description to bring their writing alive</li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> <li>using a range of tenses to indicate changes in timing, sequence, etc.</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb</li> <li>agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofreading for spelling and punctuation errors</li> </ul> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>Continue to spell further homophones</li> <li>Continue to spell words that are often misspelt (English Appendix 1)</li> <li>Continue to use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>Continue to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>Continue to use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Continue to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">English Writing: Vocabulary, Grammar and Punctuation</p>	<p><b>Mythology</b></p> <ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Use fronted adverbials to show how/when an event occurs</li> <li>Use expanded noun phrases to add detail and description</li> <li>Use subordinate clauses to add detail or context</li> <li>Use nouns and pronouns for clarity and cohesion</li> <li>Use paragraphs to organise in time sequence</li> <li>Use full punctuation for direct speech, including punctuation within and before inverted commas</li> <li>Secure use of apostrophes for possession, including plural nouns</li> <li>Use commas after fronted adverbials and subordinated clauses</li> <li>Appropriate use of tense, including the simple and progressive past tense</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Write alliterative noun phrases, kennings, and words associated with their character's movement and behaviour</li> <li>Write a selection of poems inspired by the Greek myths to be published as an anthology</li> </ul> <p><b>Exploring Poetic Forms and Devices:</b></p> <p><b>Forms:</b></p> <ul style="list-style-type: none"> <li>Ballad</li> <li>Sonnet</li> <li>Haiku</li> </ul> <p><b>Devices:</b></p> <ul style="list-style-type: none"> <li>Assonance</li> <li>Onomatopoeia</li> <li>Refrain</li> <li>Rhyme</li> <li>Rhythm (including Iambic Pentameter)</li> </ul>	<ul style="list-style-type: none"> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Use fronted adverbials</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> <li>Continue to learn the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p><b>Indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> </ul> <ul style="list-style-type: none"> <li>Continue to use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Use the present perfect form of verbs in contrast to the past tense</li> <li>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> <li>Use fronted adverbials</li> <li>Continue to develop an understanding of the grammar for years 3 and 4 in English Appendix 2</li> <li>Use commas after fronted adverbials</li> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>Use and punctuate direct speech</li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Use the present perfect form of verbs in contrast to the past tense</li> <li>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> <li>Use fronted adverbials</li> <li>Continue to develop an understanding of the grammar for years 3 and 4 in English Appendix 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appropriately when discussing their writing and reading.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Transcription: Handwriting</p>	<ul style="list-style-type: none"> <li>Introducing diagonal join from p and b ascender</li> <li>Introducing diagonal join from p and b, no ascender</li> <li>Introducing diagonal join from p and b to an anticlockwise letter</li> <li>Revising parallel ascenders and descenders</li> <li>Break letters</li> </ul>	<ul style="list-style-type: none"> <li>Spacing in common exception words</li> <li>Consistent size of letters</li> <li>Relative size of capitals</li> <li>Speed and fluency</li> <li>End of term check</li> </ul>	<ul style="list-style-type: none"> <li>Revising parallel ascenders</li> <li>Revising parallel ascenders and break letters</li> <li>Relative sizes of letters</li> <li>Proportion of letters</li> <li>Spacing between letters</li> </ul>	<ul style="list-style-type: none"> <li>Spacing between words</li> <li>Writing at speed</li> <li>Improving fluency</li> <li>Speed and fluency</li> <li>End of term check</li> </ul>	<ul style="list-style-type: none"> <li>Consistency of size</li> <li>Proportion</li> <li>Spacing between letters and words</li> <li>Size, proportion and spacing</li> <li>Fluency: writing longer words</li> </ul>	<ul style="list-style-type: none"> <li>Speed and fluency</li> <li>Revising break letters</li> <li>Print alphabet: presentation</li> <li>Assessment</li> <li>Capital letters presentation</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mathematics</p>	<p><b>Purpose of Mathematics</b></p> <p>Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.</p> <p><b>Mathematics Aims:</b></p> <p><b>Ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately</li> <li>reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language</li> <li>can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions</li> </ul> <p>Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Whilst most half terms are organised into distinct domains, pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.</p>					

<p><b>Weeks 1-4</b> Number: Place Value</p> <ul style="list-style-type: none"> <li>Count in multiples of 6, 7, 9, 25 and 1000</li> <li>Find 1000 more or less than a given number</li> <li>Count backwards through zero to include negative numbers</li> <li>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>Order and compare numbers beyond 1000</li> <li>Identify, represent and estimate numbers using different representations</li> <li>Round any number to the nearest 10, 100 or 1000</li> <li>Solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value</li> </ul> <p><b>Weeks 5-7</b> Number: Addition and Subtraction</p> <ul style="list-style-type: none"> <li>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>Estimate and use inverse operations to check answers to a calculation</li> <li>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> <p><b>Week 8</b> Measurement: Length and Perimeter</p> <ul style="list-style-type: none"> <li>Convert between different units of measure [for example, kilometre to metre]</li> </ul>	<p><b>Weeks 1-4</b> Number: Multiplication and Division</p> <ul style="list-style-type: none"> <li>Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>Use place value, known and derived facts to multiply and divide mentally, including: <ul style="list-style-type: none"> <li>-multiplying by 0 and 1</li> <li>-dividing by 1</li> <li>-multiplying together three numbers</li> </ul> </li> <li>Recognise and use factor pairs and commutativity in mental calculations</li> <li>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul> <p><b>Weeks 5-7</b> Consolidation and Assessment</p>	<p><b>Weeks 1-2</b> Number: Multiplication and Division</p> <ul style="list-style-type: none"> <li>Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>Use place value, known and derived facts to multiply and divide mentally, including: <ul style="list-style-type: none"> <li>-multiplying by 0 and 1</li> <li>-dividing by 1</li> <li>-multiplying together three numbers</li> </ul> </li> <li>Recognise and use factor pairs and commutativity in mental calculations</li> <li>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul> <p><b>Week 3</b> Measurement: Area</p> <ul style="list-style-type: none"> <li>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>Find the area of rectilinear shapes by counting squares</li> </ul> <p><b>Weeks 4-6</b> Number: Fractions</p> <ul style="list-style-type: none"> <li>Recognise and show, using diagrams, families of common equivalent fractions</li> <li>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>Add and subtract fractions with the same denominator</li> </ul>	<p><b>Week 1</b> Number: Fractions</p> <ul style="list-style-type: none"> <li>Recognise and show, using diagrams, families of common equivalent fractions</li> <li>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>Add and subtract fractions with the same denominator</li> </ul> <p><b>Weeks 2-5</b> Number: Decimals</p> <ul style="list-style-type: none"> <li>Recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>Round decimals with one decimal place to the nearest whole number</li> <li>Compare numbers with the same number of decimal places up to two decimal places.</li> </ul> <p><b>Weeks 6</b> Consolidation and Assessment</p>	<p><b>Week 1</b> Number: Decimals</p> <ul style="list-style-type: none"> <li>Recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>Round decimals with one decimal place to the nearest whole number</li> <li>Compare numbers with the same number of decimal places up to two decimal places</li> <li>Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul> <p><b>Weeks 2-3</b> Measurement: Money</p> <ul style="list-style-type: none"> <li>Estimate, compare and calculate different measures, including money in pounds and pence</li> </ul> <p><b>Week 4</b> Measurement: Time</p> <ul style="list-style-type: none"> <li>Convert between different units of measure [for example, hour to minute]</li> <li>Read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul> <p><b>Week 5</b> Statistics</p> <ul style="list-style-type: none"> <li>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>	<p><b>Week 1</b> Statistics</p> <ul style="list-style-type: none"> <li>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul> <p><b>Weeks 2-4</b> Geometry: Properties of Shape</p> <ul style="list-style-type: none"> <li>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>Identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>Identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>Complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul> <p><b>Week 5</b> Geometry: Position and Direction</p> <ul style="list-style-type: none"> <li>Describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>Describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>Plot specified points and draw sides to complete a given polygon.</li> </ul> <p><b>Weeks 6-7</b> Consolidation and Assessment</p>
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**Purpose of Science:**

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

**Science Aims:**

**Ensure that all pupils:**

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Science</b></p> <p><b>Sound</b> <i>History Link: Greek Amphitheaters</i></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating</li> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>Find patterns between the pitch of a sound and features of the object that produced it</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>Recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	<p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>		<p><b>States of Matter</b></p> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (<math>^{\circ}\text{C}</math>)</li> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> <li>Identify the different types of teeth in humans and their simple functions.</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>
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**Purpose of History:**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**History Aims:**

**Ensure that all pupils:**

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

History

**Ancient Greece**  
*A study of Greek life and achievements and their influence on the western world*

**Anglo-Saxons and Scots**  
*Britain's settlement by Anglo-Saxons and Scots*

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne
- Why did the Anglo-Saxons come to Britain?
- How was the landscape and the environment affected by the decline of the Romans and the arrival of the Anglo-Saxons?
- What geographical features did the Anglo-Saxon's look for when establishing a settlement?
- What is left for historians to study?
- Why did the rules of succession become so important during Anglo-Saxon history?
- What was an Anglo-Saxon settlement like and how were they different to settlements prior to Anglo-Saxon invasion?
- What was life like in an Anglo-Saxon settlement?
- What roles did women play in Anglo-Saxon society and its history?
- How did the Anglo-Saxons protect themselves?
- What pagan gods did the Anglo-Saxons worship?
- How did Christianity become the Anglo-Saxon religion?
- How did the Anglo-Saxon's worship before and after the conversion?
- What was life like in an Anglo-Saxon monastery?
- What was Anglo-Saxon literature, art and design like?
- How did the conversion affect Anglo-Saxon culture?
- How did the monasteries and the work of its monks affect Anglo-Saxon culture during the 'golden age'?
- How did the kings of Wessex (beginning with Alfred) help develop Anglo-Saxon culture and the creation of the 'English'?

**The Vikings**  
*The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor*

- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Viking raids and invasion
- Resistance by Alfred the Great and Athelstan, first king of England
- Further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

**Peasants, Princes and Pestilence**  
*Study an aspect of British history that extends pupils' chronological knowledge beyond 1066: 14<sup>th</sup> Century England*

- Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur
- Use source materials to explore the symptoms of the Black Death.
- Explore the impact of the Black Death on the population (including social and religious impact)
- Learn about the feudal system and the roles of groups within it
- Explore the role of a knight
- Learn about the Peasants' Revolt of 1381
- Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations
- Follow independent lines of enquiry and make informed responses based on this
- Describe how a significant individual has influenced the world
- Learn about the succession of kings between 1300-1400 (Edward I, Edward II, Edward III, Richard II)

**Geography Link**  
*Learn about a non-European society that provides a contrast with British history*

**Purpose of Geography:**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

**Geography Aims:**

**Ensure that all pupils:**

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography

**Settlements**

**Human and Physical Geography**

- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of the needs of early settlers
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements.
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of comparing land use in different settlements
- Ask, research and explain the following questions: Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today?

**Locational Knowledge**

- In the context of Anglo-Saxon settlers, name and locate areas of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

**Geographical Skills and Fieldwork**

- To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world in the context of identifying links between settlements.

**Using Maps**

- Follow a route on a large scale map
- Locate places on a range of maps (variety of scales)
- Identify features on an aerial photograph, digital or computer map
- Begin to use 8 figure compass and four figure grid references to identify features on a map

**Literacy Link**

- Use Arthur and the Golden Rope to stimulate a wider study of Iceland.
- Use geographical language and vocabulary to describe the weather and climate, as well as the human and physical features.
- The maps in the book, including Arthur's journey, can lead to a study of atlases and creation of maps.
- Children could combine their geographical knowledge with art and design skills to create their own three-dimensional Icelandic landscape, complete with mountains, geysers and volcanoes.
- This could then be used to prompt role-play and oral storytelling in guided reading sessions.

**Water**

**Locational Knowledge**

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of rivers
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of rivers of the world.

**Human and Physical Geography**

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the water cycle.
- To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of rivers and dams
- Understand how rivers form
- Use the language of rivers, e.g. erosion, deposition, transportation
- Compare how river use has changed over time and research the impact on trade, e.g. river use locally, or linked to a previous history topic

**Geographical Skills and Fieldwork**

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rivers.

**Gather information**

- Ask geographical questions
- Use a simple database to present findings from fieldwork
- Record findings from fieldtrips
- Use appropriate terminology

**Sketching**

- Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction

**Audio/Visual**

- Select views to photograph
- Add titles and labels giving date and location information
- Consider how photo's provide useful evidence use a camera independently
- Locate position of a photo on a map

**History Link**

**Locational Knowledge**

- In the context of 14<sup>th</sup> century England, name and locate areas of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

**USA**

**Locational and Place knowledge**

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North America.
- Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc.) e.g. The Empire State Building in NYC generates a lot of revenue through tourism. Relate to UK landmarks.
- Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.

**Human and physical geography**

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Geographical Skills and Fieldwork**

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rivers.

**Map Knowledge**

- Locate Europe and Northern America on a large scale map or globe
- Name and locate countries in Europe (including Russia) and North America.

**Making Maps**

- Recognise and use OS map symbols, including completion of a key and understanding why it is important
- Draw a sketch map from a high viewpoint

**Purpose of Art and Design:**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

**Art and Design Aims:**

**Ensure that all pupils:**

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Art and Design

**3D Form**

**Pottery of Ancient Greece**

**Exploring and Developing Ideas**

- Select and record from first hand observation, experience and imagination, and explore ideas for creating a vase in the style of the pottery found in ancient Greece;
- Question and make thoughtful observations about starting points and select ideas to use in their work;
- Explore the roles of craftspeople working in a different time and culture.

**Evaluating and Developing Work**

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them;
- Adapt their work according to their views and describe how they might develop it further.

**Drawing**

- Collect images and information independently in a sketchbook;
- Use research to inspire drawings from memory and imagination;
- Alter and refine drawings and describe changes using art vocabulary

**3D Form**

- Understand that form, in the discussion of art, is a useful term for describing complex shapes, often organic rather than geometric, as well as three-dimensional as opposed to flat shapes: the 'form' of a human figure, for example, or the form of a tree.
- Plan, design, make and adapt models
- Create pottery in response to drawings
- Make informed choices about the 3D techniques chosen
- Learn how to coil, pinch and join clay
- Create a coil pot and a pinch/thumb pot and add a base and handle by scoring and adding slip
- Experience surface patterns and textures and create impressions in clay using a range of tools
- Observe artefacts
- Show an understanding of shapes, space and form
- Talk about their work understanding that it has been sculpted

**Art to Discuss  
Mythology in Art**

- Understand that a mythological work of art depicts characters or a narrative from mythology. In western European painting these are generally from classical mythology.
- Recognise images from classical mythology and identify the characters/setting/narrative according to the children's knowledge of the depicted myths from their language and literature studies:
  - Antonio del Pollaiuolo, Apollo and Daphne, c.1432-1498 (National Art Gallery, London)
  - Frederic (Lord) Leighton, The Return of Persephone to Demeter, 1891 (Leeds City Art Gallery, Leeds)
  - Pablo Picasso, Minotaur and his Wife, 1937 (British Museum, London)

**Painting and Printing**

**Anglo Saxon Illuminated Lettering**

**Exploring and Developing Ideas**

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work;
- Explore the roles and purposes of artists, crafts people and designers working in different times and cultures by investigating Anglo-Saxon illuminated manuscripts.
- Understand the purpose of illuminated lettering;
- Identify key features of illuminated lettering.

**Evaluating and Developing Work**

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them;
- Adapt their work according to their views and describe how they might develop it further;

**Printing**

- Understand that there are different printing techniques, including the use of poly-blocks, relief, mono and resist printing;
- Select broadly the kinds of materials to print with in order to get the effect they want;
- Create a simple print of a letter, which can be painted in the style of an illuminated letter.

**Painting**

- Make and match paint colours with increasing accuracy;
- Use more specific colour language, e.g. tint, tone, shade and hue;
- Choose paints and implements appropriately;
- Plan and create different effects and textures with paint.
- Explore complementary and opposing colours in creating patterns

**Art to Discuss  
Early Christian and Medieval Art in England and Northern Europe**

Observe and describe the Celtic (also called Insular) style of illumination (manuscript decoration) as seen in:

- The Lindisfarne Gospels, c. 715 (British Library, London)
- The Book of Kells c. 800 (Trinity College Library, Dublin)

Discover the variety of art treasures of England's early medieval rulers (range of materials, foreign influences, styles etc.) by observing:

- Sutton Hoo Ship Burial (burial treasure of an Anglo-Saxon King, 7th century, Sutton Hoo, Suffolk). An example of an item to study is the Shoulder Clasp (British Museum, London)
- Bayeux Tapestry (embroidery showing events leading up to the Norman Conquest, probably commissioned by Odo, Earl of Kent, for William the Conqueror, after 1067 or after, Musée de la Tapisserie de Bayeux, Bayeux).

**Drawing**

**Exploring and Developing Ideas**

- Select and record from first hand observation, experience and imagination
- Question and make thoughtful observations about starting points and select ideas to use in their work;

**Evaluating and Developing Work**

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them;
- Adapt their work according to their views and describe how they might develop it further;

**Drawing**

- Make informed choices in drawing, including paper and media used
- Collect images and information independently in a sketchbook;
- Use research to inspire drawings from memory and imagination;
- Alter and refine drawings and describe changes using art vocabulary
- Explore relationships between line and tone, pattern and shape, line and texture.
- Identify and draw the effect of light
- Explore scale and proportion and work on a variety of scales
- Create accurate drawings of whole people including proportion and placement
- Explore computer generated drawings

**The Use of Light**

Observe how artists use light and shadow (to focus our attention, create mood, etc.) in:

- Caravaggio, Supper at Emmaus, 1601 (National Gallery, London) [Explain that Caravaggio pioneered a very dramatic lighting contrasting dark shade with bright light, known as 'chiaroscuro', combining the Italian words for light and dark.]
- Rembrandt van Rijn, Belshazzar's Feast, 1636 (National Gallery, London)
- Johannes Vermeer, The Milkmaid, c. 1658 (Rijksmuseum, Amsterdam)
- Joseph Mallord William Turner, The Fighting Temeraire, 1859 (National Gallery, London)

**Textiles Weaving**

**Exploring and Developing Ideas**

- Select and record from first hand observation, experience and imagination, and explore ideas;
- Question and make thoughtful observations about starting points and select ideas to use in their work;
- Explore the roles and purposes of artists, crafts people and designers working in different times and cultures by investigating Native American art

**Evaluating and Developing Work**

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them;
- Adapt their work according to their views and describe how they might develop it further.

**Textiles/Collage**

- Match the tool to the material;
- Combine skills more readily;
- Choose collage or textiles materials as a means of extending work already achieved;
- Refine and alter ideas and explain choices using art specific vocabulary;
- Collect visual information from a variety of sources based on the visual and tactile elements;
- Experiment with paste resist.

Design and Technology STEM	<p><b>Purpose of Design and Technology</b></p> <p>Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.</p> <p><b>Design and Technology Aims:</b></p> <p><b>Ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li> <li>build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</li> <li>critique, evaluate and test their ideas and products and the work of others</li> <li>understand and apply the principles of nutrition and learn how to cook</li> </ul> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.</p>					
	<p><b>Art Link</b></p> <p><b>Can their Greek vase hold olive oil?</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose, creating a traditional Greek vase that could be sold at the agora of Tyre</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing containers</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>		<p><b>How will your beast open its mouth?</b></p> <p><b>Design and make a monster, fit for the retelling of a tale told in the style of a Norse Myth, with a realistic moving mouth and head</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Observe and record both movement and shape</li> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>Cut materials to length accurately</li> <li>Draw shapes and nets accurately</li> <li>Make simple mechanical components</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce their model</li> <li>understand and use mechanical systems in their products</li> </ul>	<p><b>Beat the flood</b></p> <p><b>Design a home for a community on Watsu Island able to withstand the effects of flooding, and make a model of the design so it can be tested.</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Appreciate the design issues of flood-resistant housing</li> <li>Test different ideas to establish the best design to solve the problem</li> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	<p><b>Stop the spread</b></p> <p><b>Design and build a model handwashing device that will help limit the spread of infections in school</b></p> <ul style="list-style-type: none"> <li>Design and create to a given budget</li> <li>Develop readiness to accept responsibility</li> <li>Develop time management skills</li> <li>Design and create collaboratively, reflecting a real-life design team</li> <li>Analyse facts and circumstances in order to apply creative approaches in developing realistic, innovative design solutions</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Recognise what knowledge and skills have been gained, where they could have worked more effectively, where they achieved/exceeded expectations.</li> </ul>	<p><b>Electrical signals</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>understand and use mechanical systems in their products [understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul>
Computer Science and Information Technology	<p><b>Purpose of Computing:</b></p> <p>A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</p> <p><b>Computing Aims:</b></p> <p><b>Ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation</li> <li>can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</li> <li>can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</li> <li>are responsible, competent, confident and creative users of information and communication technology</li> </ul>					
	<p><b>Lighting the path CS</b></p> <ul style="list-style-type: none"> <li>Create a simple program.</li> <li>Run, check and change programs.</li> <li>Know that programs run by following precise instructions.</li> <li>Use arithmetic operators, if statements, and loops, within programs.</li> <li>Use logical reasoning to predict the behaviour of programs.</li> <li>Find and correct simple semantic errors i.e. debugging, in programs.</li> </ul>	<p><b>Hardware Investigators CS</b></p> <ul style="list-style-type: none"> <li>Know that a range of digital devices can be considered a computer.</li> <li>Know and can use a range of input and output devices.</li> <li>Know that computers collect data from various input devices, including sensors and application software.</li> <li>Know the difference between hardware and application software, and their roles within a computer system.</li> </ul>	<p><b>Digital Musicians CS</b></p> <ul style="list-style-type: none"> <li>Know that digital content can be represented in many forms</li> <li>Create a simple program.</li> <li>Know that programs can work with different types of data.</li> <li>Use arithmetic operators, if statements, and loops, within programs.</li> <li>Find and correct simple semantic errors i.e. debugging, in programs.</li> <li>Use a variety of software to manipulate and present digital content</li> <li>Declare and assign variables</li> </ul>	<p><b>Quiz Masters CS</b></p> <ul style="list-style-type: none"> <li>Know that digital content can be represented in many forms</li> <li>Create a simple program.</li> <li>Know that programs can work with different types of data.</li> <li>Use arithmetic operators, if statements, and loops, within programs.</li> <li>Find and correct simple semantic errors i.e. debugging, in programs.</li> <li>Use a variety of software to manipulate and present digital content</li> <li>Declare and assign variables</li> </ul>	<p><b>Surreal Photography IT</b></p> <ul style="list-style-type: none"> <li>Know common uses of information technology beyond the classroom.</li> <li>Use technology with increasing independence to purposefully organise digital content.</li> <li>Show an awareness for the quality of digital content collected.</li> <li>Use a variety of software to manipulate and present digital content: and information.</li> <li>Talk about my work and make improvements to solutions based on feedback received.</li> </ul>	<p><b>Cyber Cops IT</b></p> <ul style="list-style-type: none"> <li>Share my experiences of technology in school and beyond the classroom.</li> <li>Know the importance of communicating safely and respectfully online, and the need for keeping personal information private.</li> <li>Know what to do when concerned about content or being contacted.</li> <li>Navigate the web and can carry out simple web searches to collect digital content.</li> <li>Show use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.</li> </ul>

<b>Digital Literacy and E-Safety</b>	<b>Rings of Responsibility</b> <ul style="list-style-type: none"> <li>Explore what it means to be responsible and respectful of their offline and online communities as a way to learn how to be good digital citizens.</li> </ul>	<b>Private and Personal Information</b> <ul style="list-style-type: none"> <li>Think critically about the information they share online so that they can protect yourself from online identity theft.</li> </ul>	<b>Safer Internet Day</b>	<b>The Power of Words</b> <ul style="list-style-type: none"> <li>Consider that they may get online messages from other children that can make them feel angry, hurt, sad, or fearful.</li> <li>Identify actions that will make them upstanders in the face of cyberbullying.</li> <li>Discuss the Newsham Whisper Button</li> </ul>	<b>The Key to Keywords</b> <ul style="list-style-type: none"> <li>Learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies.</li> </ul>	<b>Whose Is It, Anyway?</b> <ul style="list-style-type: none"> <li>Learn that copying the work of others and presenting it as one's own is called plagiarism.</li> <li>Learn about when and how it's ok to use the work of others.</li> </ul>
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**Purpose of Languages:**  
Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

**French Aims:**  
**Ensure that all pupils:**

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

**Throughout each half term, pupils will:**

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

<b>Encore</b> <ul style="list-style-type: none"> <li>Revise ways to describe people</li> <li>Nationalities</li> <li>Giving characteristics using various adjectives/ agreement</li> <li>Gender</li> <li>Subject pronouns</li> <li>Avoir</li> <li>Etre</li> </ul>	<b>Quelle heure est- il?</b> <ul style="list-style-type: none"> <li>Talking about leisure activities</li> <li>Telling the time</li> <li>Talking about what time you do activities</li> <li>Nouns</li> <li>Gender</li> </ul>	<b>Les fetes</b> <ul style="list-style-type: none"> <li>Talking about festivals and dates</li> <li>Talking about presents at festivals</li> <li>Numbers 31-60</li> <li>Giving and understanding commands</li> <li>Nouns</li> <li>Imperative verbs</li> </ul> <p>LRL-Le navet geant</p>	<b>Ou vas-tu?</b> <ul style="list-style-type: none"> <li>Going to French cities</li> <li>Giving and understanding basic directions</li> <li>Talking about the weather</li> <li>Weather and places in France</li> <li>Nouns</li> <li>Adjectives/ agreement</li> <li>Questions</li> </ul>	<b>On mange!</b> <ul style="list-style-type: none"> <li>Shopping for food</li> <li>Asking and saying how much something costs</li> <li>Talking about activities at a party</li> <li>Giving opinions about food and various activities</li> <li>Nouns</li> <li>Gender</li> <li>Subject pronouns</li> <li>Negatives</li> <li>Regular verbs</li> <li>Questions</li> </ul> <p>LRL-Pique-niquons!</p>	<b>Le cirque</b> <ul style="list-style-type: none"> <li>Talking about francophone countries</li> <li>Talking about the languages we speak</li> <li>Identifying different items of clothing</li> <li>Colours and clothes</li> <li>Nouns</li> <li>Adjectives/agreement</li> <li>Gender</li> <li>Subject pronouns</li> </ul>
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**Purpose of Music:**  
Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

**Music Aims**  
**Ensure that all pupils:**

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

<b>English Link:</b> <ul style="list-style-type: none"> <li>Use the inter-related dimensions of music and poetry to support understanding and exploration of how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and structure.</li> </ul>	<b>Christmas Songs Linked to Christmas Performance</b> <ul style="list-style-type: none"> <li>Learn to sing musically with increasing confidence and control.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<b>Glockenspiel Stage 2 (Charanga)</b> <ul style="list-style-type: none"> <li>Learn to play the recorder musically with increasing confidence and control.</li> <li>Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> <li>Play and perform in solo contexts, playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	<b>Recorder (Charanga; Book 1)</b> <ul style="list-style-type: none"> <li>Learn to play the recorder musically with increasing confidence and control.</li> <li>Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> <li>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notation</li> </ul>	<div style="text-align: center; font-size: 2em;">/</div>	<b>Traditional and Cultural Music</b> <ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Explore traditional Native American music and learn about the instruments they used.</li> <li>Develop an understanding of the history of music by comparing Native American music to songs from the great American songbook.</li> </ul>
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**Purpose of PE:**  
A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

**PE Aims:**  
**Ensure that all pupils:**

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

<b>Invasion Games (Tag Rugby)</b> Attack Defend Spatial Awareness Throwing Catching Running	<b>Gymnastics (floor and apparatus)</b> Flexibility Control Balance Comparing performance. Strength Poise Technique Stamina	<b>SWIMMING</b> <b>Dance (linked to topic)</b> Flexibility Control Balance Comparing performance. Strength Poise Technique Stamina	<b>SWIMMING</b> <b>Invasion Games (Netball)</b> May need to cover/refresh later in year for competition Attack Defend Spatial Awareness Throwing Catching Running Jumping Foot work	<b>Invasion Games (Netball)</b> May need to cover/refresh later in year for competition Attack Defend Spatial Awareness Throwing Catching Running Jumping Foot work	<b>Net/Wall Games (Tennis)</b> Hitting Movement Spatial Awareness Throwing Running Jumping Foot work
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**Purpose of Religious Education:**  
 RE provokes challenging questions about the ultimate meaning and purpose of life; beliefs about God, the self and the nature of reality; issues of right and wrong; and what it means to be human. Religions and worldviews must be explored from the perspectives of those who subscribe to them as well as from those who do not. To acquire a complete picture it is not enough to merely know about different religions and worldviews; it is also important to understand what can be learned from such religions and worldviews.

**Religious Education Aims:**  
**Ensure that all pupils:**

- know about and understand a range of religions and worldviews, so that they can:
  - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
  - identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews;
  - appreciate and appraise the nature, significance and impact of different ways of expressing meaning.
- express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
  - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
  - appreciate and appraise different dimensions of a religion or worldview.
- acquire and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
  - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
  - enquire into what enables different individuals and communities to live together respectfully for the well-being of all;
  - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

<b>Islam Festivals and Celebrations (1)</b> <ul style="list-style-type: none"> <li>Learn about aspects of Eid-ul-Fitr, including origins and traditions</li> <li>Discuss why religious people fast</li> <li>Understand that Muslims fast for a month every year because Saum, or fasting, is one of the five pillar of Islam</li> <li>Examine what happens during Ramadan</li> <li>Compare Ramadan with Lent</li> <li>Learn about aspects of Eid-ul-Adha</li> <li>Understand that Muslims celebrate Eid-ul-Adha at the end of Hajj, or pilgrimage, and because of Ibrahim's willingness to sacrifice his son Ishmael for the love of Allah</li> <li>Identify Hajj and Eid-ul-Adha traditions and explain their significance and origins</li> <li>Examine the ihram, the special pilgrimage garments worn by male pilgrims</li> </ul>		<b>Islam Lifestyles (2)</b> <ul style="list-style-type: none"> <li>Examine ways in which Muslim lifestyle is affected by religious belief and practice.</li> <li>Learn about aspects of Muslim lifestyle and what makes Muslim lifestyle distinctive</li> <li>Compare the Muslim day of rest, stemming from the creation story in the Qur'an to the Jewish Shabbat and Christian day of rest.</li> <li>Examine the different artefacts Muslims have in their home because they are religious and compare such artefacts with significant objects the children have at home</li> <li>Examine a prayer mat and explain its use and significance</li> <li>Learn about some of the ways in which the Qur'an shapes Muslim lifestyle</li> <li>Explore how the Qur'an came into existence and that its name means "recitation"</li> <li>Examine how the Qur'an is cared for</li> <li>Identify some of the stories and characters in the Qur'an. Compare and contrast such stories and characters with those found in the Torah and the Bible</li> <li>Identify some of the laws contained in the Qur'an and how Muslims try to live by the laws</li> </ul>	<b>Islam Stories 3</b> <ul style="list-style-type: none"> <li>Examine some of the scripture and stories that shape Muslim belief and practice.</li> <li>Learn about the importance of Muslim scripture, especially the Qur'an</li> <li>Describe how Muslims shape their lives according to the content of the Qur'an in general and the laws in particular</li> <li>Learn how Muslims often decorate their homes with verses from the Qur'an and identify some of the popular verses</li> <li>Begin to explore the Hadith emphasising that it is a collection of statements or reports about Muhammad and his companions which seeks to clarify precisely what the Qur'an requires of people</li> <li>Learn about how and why some of the stories in scripture and tradition are important to Muslims</li> <li>Explore the cycle of Muslim festivals and explain how some of the festivals are celebrated, especially in the home. Compare and contrast Muslim festivals with other festivals</li> <li>Learn the story of how Muhammad received the revelations from the age of 40 onwards. Explain how the Qur'an derived from the revelations</li> <li>Learn the story of Muhammad's Hijra from Makkah to Medina</li> <li>Learn the story of Muhammad and the Spider</li> <li>Learn the story of Ibrahim and the sacrifice of his son Ishmael</li> <li>Learn the story of Adam and the construction of the first Ka'aba and of Ibrahim and the construction of the second Ka'aba</li> <li>Learn the stories of how Ibrahim and Muhammad revealed the powerlessness of idols and destroyed them</li> </ul>		
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<b>PSHE</b> <b>Core Theme 2 – Relationships</b> <b>Topic – Valuing Difference</b> Recognising and challenging stereotypes; different types of relationships; respecting similarities and differences; consequences of bullying and discrimination; ways people may be discriminated against; respecting others' feelings and opinions; knowing when and how to challenge points of view appropriately	<b>Topic - Healthy relationships:</b> Developing and maintaining positive relationships; physical boundaries within different relationships and how to respond; working collaboratively towards shared goals; resolving conflict.  <b>NATIONAL ANTI-BULLYING WEEK</b> <b>13<sup>th</sup>-17<sup>th</sup> November</b> <b>'All Different All Equal'</b>	<b>Literacy Link:</b> Children can explore themes such as determination and perseverance. Through their study of Arthur, children might explore issues around how the town judges Arthur, and Arthur's lack of selfishness in wanting to help his town.  <b>Core Theme 1 – Health and Wellbeing</b> <b>Topic - Healthy Lifestyles:</b> Making informed choices; benefits of a balanced diet; what influences our choices about food; hygiene – simple routines to reduce the spread of bacteria and viruses.  <b>Core Theme 2 - Relationships</b> <b>Topic - Feelings and emotions:</b> Appropriate responses to a wider range of feelings in others; keeping something confidential or secret; managing risk and personal safety, recognising and managing dares See Lessons 4, 5, 6 Mental Health & Emotional Wellbeing	<b>Core Theme 1 – Health and Wellbeing</b> <b>Topic – Growing and Changing:</b> Celebrating achievements, developing personal strengths; managing feelings – their own and other peoples; changes experienced by friends and family, loss in different forms and grief  <b>Core Theme 1 – Health and Wellbeing</b> <b>Topic - Keeping safe:</b> Risk, danger and hazard; techniques to resist pressures; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for personal safety and the safety of others	<b>Core Theme 3 – Living in the Wider World</b> <b>Topic – Rights and Responsibilities</b> Issues concerning health and wellbeing; the purpose of rules and laws; human rights and the rights of the child; different cultures, customs and traditions of people living in the UK; anti-social behaviours and their consequences; difference between rights and responsibilities; resolving differences; critiquing media information	<b>Core Theme – Living in the Wider World</b> <b>Topic - Taking care of the environment:</b> topical issues concerning health and wellbeing; think globally – act locally; being part of a community; different groups that support our communities and environment; the lives of other people around the world and the effect this has on individuals and their communities; how resources are allocated to communities  <b>Topic - Money matters:</b> the role that money plays in their lives; what influences how we spend and save our money; managing money borrowing, debt and interest; taxes; enterprise.
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